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ABSTRACT

Project SCHOOL (School Concerned with Helping Others' Objectives and Learning) is a program developed to prevent dropping out through group counseling, parent counseling, and positive reinforcement. Project SCHOOL operates as a dropout prevention program in grades 1-12. Teachers and counselors, using a locally developed check list and other materials, identify 120-150 students they feel are potential dropouts. The objective of the project was to significantly reduce the dropout rate in the Rawlins Public Schools. One of the major facets of the program was to enlist support in both the school and community to bring available resources to bear in an attempt to increase the holding power of the public schools. These students are scheduled into special counseling sessions one hour per week. The parents are contacted individually and asked to attend a two-hour discussion group conducted by a qualified counselor once every two weeks. Both groups are small enough so that those attending feel free to discuss their problems. High interest guidance materials are made available to both parents and students. Parents are encouraged to become interested in the school, and their child's progress and any special problems that may exist. The students receive an incentive award for attending their counseling session and for getting their parents to attend the evening sessions. The incentive awards consist of tickets for local entertainment establishments and drive-in restaurants. Inservice training sessions were conducted for the project counselors and the teachers who were to be involved in the selection of the students. (Author)

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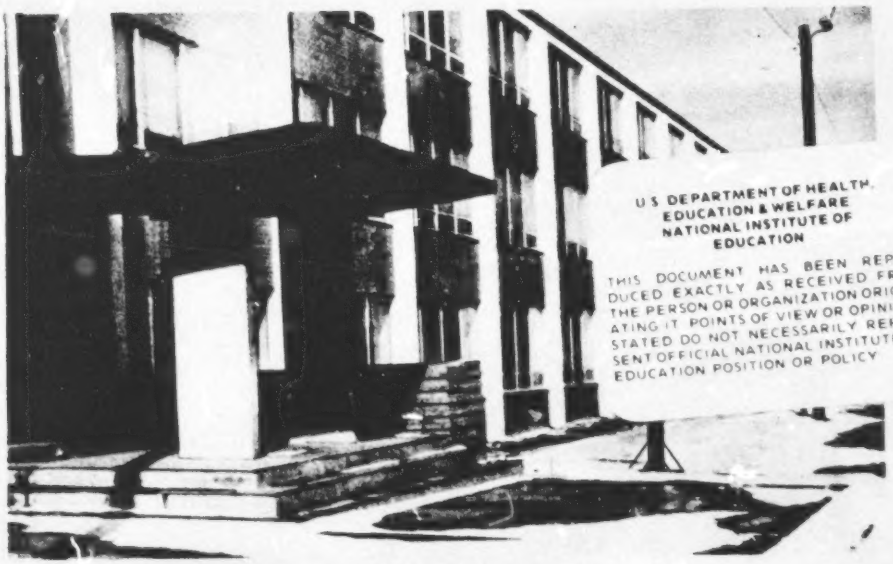
PROJECT "SCHOOL"



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A HANDBOOK OF A VALIDATED DEVELOPMENTAL DROPOUT

PREVENTION PROGRAM'S METHODS AND PROCEDURES

Authored by Louis Hooban and Robert Pugsley

The "School" Handbook has techniques which can be used by Administrators, Counselors and Teachers in Guidance, Value Clarification, Group Counseling, Parent Counseling and Family Counseling.

EARLY DEVELOPMENT OF PROJECT SCHOOL

The Rawlins' schools have traditionally had a high dropout rate compared with the rest of the state of Wyoming. Rawlins High School, at the end of 1971, had the highest dropout rate in the state. A need was felt by many community and educational leaders that something needed to be done to reduce the high number of dropouts. Considering the fact that about 33% of the parents of these dropouts had not graduated from high school, it was felt that a dropout prevention program would be needed which would involve positive involvement of the children's parents.

Under the auspices of Title III, a federal title program funded for Innovative and/or Exemplary Projects, a program was written and developed to include counseling for potential dropouts based on some forms of behavior modifications and positive reinforcement in conjunction with parental involvement. The major components of the project entitled "Proposal for the Development of an Innovative Program That Will Curtail the Dropout Problem and Identify and Serve the Needs of Potential Dropouts" were group counseling, parental counseling and positive reinforcement. Later the title was changed to SCHOOL (School Concerned with Helping Others' Objectives and Learning). During the early developmental stages of the project an extensive effort was made in the community to compile an accurate profile on the school dropout in Rawlins, Wyoming, in the selection of students for this project.

BRIEF DESCRIPTION OF PROJECT

Project SCHOOL is located in Rawlins, a community of 10,000 persons in southcentral Wyoming. It is basically a "blue collar" area with mining, railroading and other types of resource development being the major occupations. Approximately 25% of the population is Mexican-American. The community is growing and attracts a good deal of transient population. The school district has a pupil population of 2500. Seven hundred pupils, grades 9-12, are housed in a modern physical plant. A broad range of course offerings is available and emphasis is placed on vocational-technical subjects. Psychological services are available and a learning disabilities teacher is assigned to each school. A majority of the students take jobs in the community upon graduation. The student population scores about average on nationally normed tests.

Project SCHOOL operates as a dropout prevention program in grades 1-12. Teachers and counselors, using a locally developed check list and other materials, identify 120-150 students they feel are potential dropouts. The objective of the project was to significantly reduce the dropout rate in the Rawlins Public Schools. One of the major facets of the program was to enlist support in both the school and community to bring available resources to bear in an attempt to increase the holding power of the public schools. These students are scheduled into special counseling sessions one hour per week. The parents are contacted individually and asked to attend a two-hour discussion group conducted by a qualified counselor once every two weeks. Both groups are small enough so that those attending feel free to discuss their problems. High interest guidance materials are made available to both parents and students. Parents are encouraged to become interested in the school, and their child's pro-

gress and any special problems that may exist. The students receive an incentive award for attending their own counseling session and for getting their parents to attend the evening sessions. The incentive awards consist of tickets for local entertainment establishments and drive-in restaurants.

Inservice training sessions were conducted for the project counselors and the teachers who were to be involved in the selection of the students. It was essential that the total school staff become aware of the program objective and the methods used to reach that objective; therefore, the project director assumed the responsibility of disseminating information about the project to the staff.

THE DROPOUT DILEMMA

The basic strategy of project SCHOOL was to use a wide range of involvement activities and inducements to form a team on the positive side of the problem. This team was not just a core of specialists but a team representative of the entire community, with members of each segment of society doing what they could to mitigate the role their group plays in the dropout problem. The involvement of these groups has since become a part of the overall solution to the problem. Students, parents, teachers and members of the business community - the total educational community - were involved in an attempt to decrease the number of students who were dropping out of school.

First, students, parents and teachers were to be involved along with the business community and the total educational community.

A general premise which was accepted is that there are few dropouts among the highly motivated students who early become achievers, and who mutually applaud and are applauded by the present system of academic and athletic achievement. An effort was consciously made to widen this base among the students in general by (a) understanding of goals of education, as traditionally established (b) increasing the number of students who are honored, applauded and given notice by the educational establishment (which now includes Project SCHOOL) (c) increasing the number of teachers, parents and students who have an overview of the problem, the ramifications, the possible impact on their lives welfare and ambitions and who are invited to innovatively do something about the dropout problem.

The writers also determined that the project, if it were to succeed and meet its objective, must be adequately funded. As a result, the Project SCHOOL program was written in a basic nature which would be quite nonrestricted and uninhibited.

The writers felt that the real dropout suffers not only an aborting of his formal education and certificate program, but sometimes an emotional breach with the establishment in most forms. The students who through guidance from the school system arrive at another viable route of learning progress may be dropping down from the ideal or majority route to one of self development, but they are not dropping out of the struggle, rebelling with society, nor giving up the hope.

Rawlins, Wyoming, has a large minority of Spanish-speaking and Mexican-American descendants. Although community and school relationships are positive, the dropout ratio among the minority was percentage-wise greater

than in the English speaking segment of the student body.

This problem was dealt with in setting up parental groups of cross-cultural content to promote communication; also, special concentration was made at Pershing Elementary School where the minority percentage was 65%.

Project SCHOOL also provided effort and insight into what possible programs could be included in the existing academic structures to deal with the potential dropout. The project attempted to obtain knowledge about why the students drop out and what factors can be used to identify the potential dropout, consequently this knowledge could be applied to reduce the dropout rate.

Project SCHOOL initiated certain innovative techniques, unique to the project and the Rawlins school system. Group counseling was initiated and extended to the Rawlins schools so that all students had an opportunity to participate. A reward system was initiated and installed with major emphasis on the target population: potential dropouts. Parents were an integral part of the project and involved in bi-monthly meetings with school personnel. Programs were of a wide variety, covering all aspects of the educational environment as well as the home.

Project SCHOOL was Carbon County School District One's attempt to at least confront the problem and create an awareness of the dropouts' problems and situations. Nationwide, the dropout problem is a worsening situation. The writers felt that changes in curriculum attitude and innovation were needed to effectively counteract this growing problem.

Braulio Alonso, a former president of the National Education Association (NEA), has commented, " the American dream of creating and building an educational opportunity for all is still a dream and far from fruition. For millions of Americans affected by race, color and place of abode, this dream is farther away than ever---it has disappeared in some places."

> "Today the high school diploma is practically a necessary certificate for employment. But in our large cities, frustration and despair run high. Here, about two-thirds of the unemployed never finished high school; and those who do because of cultural disorientation, environment and a poor educational opportunity have an inadequate education."

David Selden, president of the American Federation of Teachers (AFT), views the dropout as the institutionalizing of academic failure and the result of "the insidious influence of the laws of economics on educational theory and tactics."

In testimony before the Senate Select Committee on Equal Educational Opportunity on October 5, 1971, Selden said that half the children who enter first grade never made it through the 12th, having become somewhere along the line "dropouts, fallouts or pushouts." He added, "the idea that half our children are not worth educating seems monstrous, and yet this is exactly the effect of what we are now doing. In effect, our schools are based on the concept of the 'marginal child'."

"In economics, the marginal product is that which is barely

worth producing. The marginal child is that child, who, in the judgment of our society, is just barely worth the cost of educating. Those who fall below that line . . . the submarginal ones . . . are rejected or discarded in exactly the same way submarginal products are thrust out of the market places . . . except that humans, unlike submarginal automobiles, soap or breakfast foods do not just disappear, they become a part of our unemployment, welfare, crime and riot statistics."

Leonard Meacham, Warden of the Wyoming State Penitentiary, said that more than 75% of the inmates were school dropouts. Thus the cost of the dropout assumes a heavier financial burden to the society than just lost earnings. Six dropouts during the 1973-74 school year at Rawlins committed felonies shortly after dropping out.

General agreement prevails that American society is better off to keep youngsters in school through high school graduation if at all possible. Failing that, to help them into GED programs on career and vocational training so that they can become productive citizens. Project SCHOOL is concerned with three relatively new interests in public education; dropout prevention, awareness, and rehabilitation.

Project SCHOOL, in Rawlins, found that a large number of dropouts came from homes where the parents had been dropouts. Conversely, the children of high school and college graduate parents were more likely to complete high school graduation. In summary, a recycling of dropouts is occurring. Project SCHOOL directly assessed and dealt with this situation by concentration on parents as a focus of the total program.

Total cost of the project over three years (1972-75) was $28,650. This averaged out to just over $9,000 per year. Per learner cost per year was cut to $26.00 per year. Per learner start-up cost was $45.00. Ongoing maintenance lessened the initial cost cosiderably.

As a result of Project SCHOOL the number of dropouts decreased, and improved potential dropout identification information has been developed. Also, new attention has been focused on the dropout problem throughout the schools, the community and especially to the involved parents. Group counseling, relatively new to the district, has become widely accepted and each month the superintendent meets with groups of students. Public relations were positively improved as cited by students and parents as the project provided a place to go to talk and listen to others concerning school, family and any other topics that developed.

In sum, both the soft and hard data suggest that Project SCHOOL has produced and is continuing to produce benefits. Measurable statistical changes have occurred with the local dropout rate but, perhaps more importantly, there is evidence of change in the school system with which these students interact. The foundation of a community-school wide effort has been established which is modeled on an inclusive basis. The project and project staff have served as an educational change agent. A Wyoming State Dept. of Education evaluation team noted:

1. The project has enormous potential for positive change. The improving of parental attitude toward the school is recognized

even by those questioning the project.

2. The support of the recreation and entertainment facets of the community (theater and bowling tickets used as incentives) could grow into a partnership between school and community from which students could benefit.

3. The group counseling model, utilized at the high school, appears outstanding, and there is evidence that at this level it has been an unusually trouble-free year at Rawlins High School.

4. The program is innovative; as the S.D.E. Title III director states there is "no similar operation existing in the state and perhaps in the nation".

5. The parent involvement has included, at the high school level, more than just "gripes". It has focused on such topics as:
   a. Relationships between parent and teenagers.
   b. Information about the high school and its programs.
   c. Speakers on education and child rearing.

6. The high school adminis ration is 100% behind the project.

7. Involvement of other community agencies, such as Mental Health, is a positive sign.

8. Students at the high school had excellent rapport with the counselor and were enthusiastic about their counseling activities. There appeared to be no stigma attached by students in participating in the high school counseling sessions.

9. Parental feedback indicated general agreement with the high school "dropout" program. They saw some positive changes on the part of their children as a result of the project.

The project successfully prevented some students from dropping out of school since:

1. The dropout rate for participants in the student guidance groups did not differ from the dropout rate for the student body as a whole and,
2. members of the student guidance groups had (in comparison to the entire student body):
   a) significantly lower scores on the Otis Test of Mental Ability
   b) come from significantly more homes in which neither parent had completed high school
   c) been truant or in trouble in school more frequently
   d) achieved two or more "F's" in school course work in more cases
   e) represented fewer homes in which parents had completed high school.

The project in operation indicated the following:

1. The tickets for use of reinforcement seemed to be an effective factor in dropout prevention.

2. The project activities have had an impact upon the dropout rate in Rawlins High School.

3. Eight of nine "Potential Dropout Factors were significantly accurate predictors of actual dropouts from Rawlins High School.

Recommendations from Project SCHOOL

1. A study should be made to determine how significant is parents' involvement in the education of their children. Parental education was a major determinant in high school graduation as found in this study and many others. Parental involvement may be another factor. If so, involving the parents would be beneficial to their children. Parents should not be treated in isolation from key groups in the educational process, but should be provided with meaningful roles in moving toward common decisions in all matters of major importance to the schools.

2. Factors such as family background and past experience should be considered in the format for both student and parental groups.

3. Since actual and potential school dropout factors relate significantly to an individual's early home background and parents' education or lack of education, research needs to be done in the area of emotional readiness and early reversal of negative input towards education before or during the child's first year in school.

4. Emphasis should be placed on research needs to be done in the area of group counseling for early primary students. Group counseling should also include, as part of the educational system, parent groups, student-parent groups, teacher-parent groups and teacher-student-parent groups in considering alleviations for problems and progress toward solutions.

5. The results of Project SCHOOL demonstrate, especially in the third year, that a cost effectiveness program was in operation; as for every ten students kept in school by efforts of staff personnel will result in the cost being absorbed by the local district through the state classroom unit. In addition, the project reached many parents and other students not identified as potential dropouts. The cost of the entire project will not equal the public cost of local dropouts who are involved in correctional institutions, public welfare or unemployment.

6. In developing programs to deal with potential dropouts, care must be taken to work with their parents(s) or guardian(s). If the non-school and school environment are correlated toward the same purposes, then a more positive effect on the student is likely to occur than if the two environments are in conflict.

7. The school system should keep parents, and the community as a whole, informed of the programs in which they can participate. Parents must be constantly informed and made to feel that they play an important part in their child's education.

8. The school district should attempt to keep records of their dropouts and make efforts to return the student to school. Referral agencies should be contacted in each case so that alternative plans of action are available to insure an adequate education for the student.

9. New adaptation of this project or similar projects should be implemented in the near future to do something about the dropout problem rather than nothing. This project should be continually modified to deal with changes that occur in coping with the dropout problem.

PROJECT SCHOOL: Open Doors To New Alternatives.

PROJECT SCHOOL IN THE ELEMENTARY SCHOOL

The development of positive attitudes toward self, others, and school should be initiated from the onset of the total school experience. The school dropout has become a vital statistic, and has indicated a need for a preventive program which could enable the potential dropout to experience a more successful school relationship. Therefore, Project SCHOOL has emphasized the need for a dropout-prevention program in grades K-12.

The purpose of the following report was to acquaint the reader with the role of the Rawlins, Wyoming, elementary school in the Title III Project SCHOOL. Innovative topics include the organization and administration of parent group meetings utilizing behavior modification techniques, and a plan for implementing developmental guidance and counseling techniques involved in classroom intervention (K-6).

Parent Group Meeting Process

When dealing with the positive development of the total child, there became a need to involve the parent or guardian of that child in the educational process. Past attempts of P.T.A., P.T.O. and other parent-school organizations have met with limited success in involving parents of potential school dropouts. Project SCHOOL established as one prime objective: the involvement of selected parents in a positive group experience. It was assumed that if the parents became associated with school in a positive realtionship, they would reflect this positive attitude to their children.

Identification of Parents. Although the primary objective of Project SCHOOL was to decrease the dropout rate within the school district, the elementary school de-emphasized this objective when selecting parents to participate in groups. To label elementary school children as "potential dropouts" could cause damage to the child's self concept. Therefore, teachers and counselors, using a locally developed check list and other materials, identified students they felt were experiencing school frustrations, failure and other causes which could eventually culminate with dropping out of school. The total teaching staff was oriented as to the purpose of the parent meetings, and then asked to make referrals based on the criteria listed above. Also, the school counselor invited those parents whose children had been referred to the counselor for help with school adjustment, socialization, improvement of self concept and other school conflict related problems.

The Pershing Elementary School which had a plurality of Mexican-American and low income students was a high priority target school. Parent group meetings were initiated there from the beginning of Project SCHOOL in 1972. In 1974-75, the program was expanded to include the Sunnyside and Mountain View Schools in Rawlins, Wyoming. Total elementary population at the three schools was just over 1,100 children. Approximately 15% to 20% of the children's parents were invited to participate in parent group meetings.

Organization. The parent group meetings were designed to meet once every two weeks for a two hour evening session. Parents were contacted by a letter which explained the purpose of the meeting, time and place. In order to improve communication and meet the needs of the minority population, including some monolingual Spanish, the Pershing School letter was bilingually designed. During the initial stages of the project, personal phone

calls were made to remind parents of the meeting and to enable the parent to ask questions concerning the nature of the groups. As the groups became more organized, the letter sent out the day of the meeting proved satisfactory.

Staff. Selection of a highly skilled staff was pertinent to the success of the parent group program. Group leaders trained in group process techniques, child development and counseling were screened and selected by the director of the Project. Because of the Mexican-American population at the Pershing School, it was important to include leaders who were bilingual and knowledgeable of the parents' cultural background. Project SCHOOL relied upon the skill of the local educational staff. Leaders included: teachers, counselors and principals.

Behavior Modification Procedure. Project SCHOOL developed an innovative procedure for encouraging parents to attend the group meetings. The parent's positive behavior, attending a group meeting, was reinforced. Children received an incentive award for getting their parents to attend the parent group meetings. The incentive awards consisted of tickets for local entertainment establishments and drive-in restaurants.

As the children received the awards they gained an awareness that their parents were genuinely interested in the child's school involvement. Such positive communication between parent and child can contribute to strengthen family unity.

The behavior modification principle utilized for the encouragement of consistent group attendance has proven to be very effective. Parents continue to attend the meetings once every two weeks for the entire school year.

Content of Group Meetings. The content of the parent group meetings was dependent upon the interests of the parents and the skills of the group leaders. The first meeting each year was devoted to the orientation of the parents of Project SCHOOL. Parents were then asked to suggest topics to be discussed throughout the year.

Parents suggested such topics as: child discipline, community prejudices, child conflicts, child behavior improvement, individual differences, school policies and procedures, family unity, community pride and many other parent-child-school related topics.

Group leaders proved to be skilled in many of the areas of parent interest. It was attempted to include one special topic within each meeting. Content of the meetings generally was divided into the following two stages: (1) structured activity - to instruct and educate parents; and (2) unstructured group counseling session - to enable each parent to discuss individual concerns.

The structured activities, which lasted from 45-60 minutes, included presentations by the leaders on such topics as: behavior improvement, school policies, bilingual education and child development. Also, to orient the parents to the school environment, a 60 minute video tape of the children in the classroom was prepared and presented by one of the teachers.

Following the structured activity, the parents were divided in groups not larger than eight to encourage the sharing in individual parent concerns. Parents openly discussed their values dealing with family, school and community. Many valuable moments were shared during this stage of the meeting. Often role-playing and sociodrama techniques were utilized to gain insight into each unique situation. The group counseling philosophies and approaches were left up to the group leaders as flexibility encouraged the interdisciplinary approach.

Groups often encourage children to attend and contribute to the meetings. The children were able to describe school from their own perspective, which was of great value to the total group experience.

To reinforce the participants, dinner meetings and picnics were sponsored for the Christmas meeting and the final spring encounter. The dinner and picnic was a family affair which was a positive experience for each participant.

Summary. At the time of this writing, Project SCHOOL was moving strongly into the fourth year of implementation. The project has gained the full support of the administration, school staff and community. Students, whose parents first attended the elementary groups, were entering high school. Therefore, evaluation of the project was incomplete. The acceptance of the group meetings, however, has grown stronger each year. Although it was too early to tabulate the effectiveness Project SCHOOL has had on preventing school dropout among those who attended elementary guidance groups, the Rawlins' schools had certainly experienced a marked increase in parent dropins.

CLASSROOM INTERVENTION GUIDANCE ACTIVITIES (K-6)

Project SCHOOL has focused attention on parent-child communication. The guidance department at the high school has emphasized group counseling with potential dropouts. At the elementary school level, a preventive developmental guidance approach utilizing classroom intervention has been implemented.

The following report describes the organization and implementation of the classroom intervention guidance activities in the Rawlins elementary school system. Starting in the fall of 1974, counselors and teachers worked together to develop a classroom interventions guidance program. The elementary guidance counselor acted as a facilitator for the new program. The counselor was responsible for introducing the program to the elementary staff through inservice meetings. Teachers were asked for input and support, as they were to play an important role in the activities.

The objectives of the program included: improvement of self image, acceptance of self, better social interaction, awareness of group processes, understanding of feelings, value clarification, and improvement of peer relationships as well as other related affective domain concepts. It was projected that if a comprehensive guidance program could be introduced at the elementary level, then the high school dropout rate would show a significant decline in future years.

To meet the objectives, the counselor prepared guidance activities

to be presented to the individual classrooms. A schedule was posted each week in the teacher's lounge and teachers were encouraged to voluntarily sign up for an intervention activity.

The counselor devoted approximately 15-20 minute sessions weekly to the program. Teachers were asked to remain in the classroom to assist the counselor and to learn the guidance techniques.

Activities included: movies, classroom meetings, filmstrips, stimulus stories, records, puppets, role playing and sociodrama. Teachers were encouraged to present follow-up activities throughout the week. Also, teachers were provided with resource materials to enable them to present additional guidance activities.

During the first year (1974-1975), the program was enthusiastically accepted by the teachers. The elementary system consisted of 50 classrooms in grades K-6. The program was initiated in October and continued through May, and a total of 445 classroom guidance activities were conducted by the elementary counselor.

The long range goal was that classroom teachers would eventually incorporate the guidance activities into their regular curriculum. In order for a preventive program to be comprehensive, the teachers themselves must conduct most of the activities.

GROUP ACTIVITIES FOR STUDENT SELF-AWARENESS

A. Objective: Helps create self-understanding, increase self-awareness, awareness of self in relation to family and social relationships.
Activity: Family portrait, group member selects other group participants as representing family members. Members group up for imaginary picture. Positioning and inclusion/exclusion give clues to member's family relationships.

B. Objective: Helps student to improve in peer relationships.
Activity: Each student goes around the circle telling each person "the way I see you is . . .".

C. Objective: Helps students to realistic self-appraisal.
Activity: Each student is given a sheet of paper and asked to write responses to the following questions:
Are you really being yourself or another:
Are you living?
Are you acting a part written by someone else?
What people do you admire?
Who would you like to be like?
After individual answers are written, the students discuss their responses with the group.

D. Objective: Helps students clarify self-awareness.
Activity: Students write down ten different responses to "Who am I?" and then relates responses to the group.

E. Objective: Helps students with self-identity awareness.
Activity: Students write down an experience with their first, middle and last name and how they feel about each name, then they write down a name they would like to be called.

F. Objective: Helps students to clarify their own values.
Activity: Each student empties purse or wallet onto the floor in the group circle and explains why he/she has that particular possession.

G. Objective: Helps students learn about himself/herself in relationship to other objects.
Activity: Each group member tells what animal he/she is most like and then the group guesses in role-playing what animal each member typifies by voice, movement, etc. Same can be done by colors, climate, etc.

H. Objective: Helps students to think about future.
Activity: Students write down for any projected year about two of their happiest days and how and where these days took place.

I. Objective: Helps students scrutinize present self-concepts.
Activity: Students write ten positive active verbs about themselves with objects and on the other side of the paper ten negative active verbs about themselves. i.e. "I am happy." vs "I am not happy."

J. Objective: Help students learn evaluation of self.
Activity: Student confidential folders are given to the students to peruse. General group comments are then related.

K. Objective: Helps students cooperate with peers and gamesmanship.
Activity: Use "Ungame" tell it like it is and/or group therapy for solid interaction games.

L. Objective: Help students in sensitivity awareness activities.
Activity: Trust circle, trust walk, inside-outside circles, outer-inner circles, blind walk, trust-fall, all other sensitivity approaches where appropriate.

M. Objective: Helps students feel better about their strengths.
Activity: Student lists 5 things he/she feels positive about himself/herself - discussion follows.

N. Objective: Helps student to increase knowledge of family relationships.
Activity: Students write down how father sees him/her then separately for mother, brother(s), sister(s) and different friend(s) see him/her. Discussion follows.

O. Objective: Helps students think of future.
Activity: Students draw a picture ten years from now featuring themselves, their house or apartment, job and activities. Discussion follows with each student explaining his/her picture.

P. Objective: Helps students/parents reflect on past incident for future correction(s).
Activity: Students/parents are asked to recreate past family quarrels/arguments that went on or seem unresolvable. Role playing is structured with counselor intervention for these particular incidents. Sociodrama and/or socioguidrama may be introduced previously.

Q. Objective: Helps students see need for human interaction.
Activity: Each student goes around group telling each member what gift he/she would like to give each member. Also gives himself a gift. Both concrete and abstract gifts are apropos, i.e., car, happiness, etc.

R. Objective: Helps students/parents to self-appraisal for values.
Activity: Each group member lists an important value or attribute for each member of the group. Discussion follows.

S. Objective: Helps students/parents to focus meaning for group interaction.
Activity: All members draw a privacy circle with 5 levels. Level 5 would be material covered with strangers, level 4 with acquaintances, level 3 with friends, level 2 with intimates and level 1 with self and innermost secrets. Members discuss which level group is on.

T. Objective: Helps students/parents toward self-awareness with self.
Activity: Each member draws a line at the top of a piece of paper that represents his life chronologically. He/she makes an X at each critical life-point or major change in life and writes a note on each at the bottom of the paper. Discussion follows.

U. Objective: Helps create family understanding.
Activity: Each member lists at the top of the paper what the major family problem is at home. At the bottom of the page, the member lists what he/she can do most to alleviate the problem.

V. Objective: Helps students appraise his/her own value system.
Activity: Each participant lists happiest and unhappiest experiences to date from earliest remembrances to present. Discussion follows.

APPENDIX

SCHOOL IDENTIFICATION FORM

Name_____Sex____Grade_____

Present class grades_____

Absenteeism	____Often	____Sometime	____Never
Tardies	____Often	____Sometime	____Never
Attitude toward class (school)	____Poor	____Average	____Good
Health	____Poor	____Average	____Good
Retained in school	____Twice	____Once	____Never
Education of parents: Father	____Below HS	____Grad. HS	____College
Mother	____Below HS	____Grad. HS	____College
Truant or reported trouble to parents	____Once	____Twice or more	____Never
I.Q.	____99	____100-109	____110+
Aptitude (DAT, etc.)	____1-25%	____26-49%	____50%+
Achievement scores (ITED) averages	____1-25%	____26-49%	____50%+
Extracurricular activities	____None	____One	____2 or more
Friends who quit school	____None	____One	____2 or more
Personal appearance	____Poor	____Average	____Good
Number of schools attended (towns)	____6 or more	____3-6	____2 or less

Other comments_____

_____

_____

_____

_____